

## ACADEMIC PERFORMANCE CORRELATE 3 – INSTRUCTION

**Correlate 3: The school’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.**

<b>Indicator</b>	<b>Ratings of Performance</b>			
	<b>4</b> Exemplary level of development and implementation	<b>3</b> Fully functioning and operational level of development and implementation	<b>2</b> Limited development or partial implementation	<b>1</b> Little or no development and implementation
<b>3.1 INSTRUCTION</b>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
<b>3.1a</b> There is evidence that effective and varied instructional strategies are used in all classrooms.  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• 5YCEP</li> <li>• Lesson plans/units of study</li> <li>• Student work</li> <li>• Student questionnaire data</li> <li>• Perception data</li> <li>• Staff member and student interviews</li> <li>• School board policies</li> <li>• Walk-through observations</li> <li>• Student journals/learning logs</li> </ul>	The school board commits time (e.g., participates in training, classroom observations and research) to study effective and varied instructional practices to inform their policy.	<b>The school board has adopted instructional practices policy and school leadership implements procedures to ensure effective and varied and culturally responsive instructional practices in the classroom.</b>	The school board has an instructional practices policy, but the policy is either inadequate or is not fully implemented to ensure effective and varied instructional practices in the classroom.	The school board does not have an instructional practices policy.
	District leadership provides multiple forms of support that allow teachers to research and implement into their classrooms a variety of effective, student-centered, culturally responsive instructional strategies.	<b>Teachers use a variety of student-centered, culturally responsive instructional strategies (e.g., cooperative learning, learning centers, modeling and hands-on activities) that current research indicates a high likelihood of effectiveness.</b>	Some teachers use student-centered instructional, culturally responsive strategies while others primarily use teacher-directed strategies (e.g., lectures, whole-group instruction.)	Teachers use only teacher-directed instructional strategies.
	Classroom instruction accommodates various learning styles, multiple intelligences and brain research. Instruction is monitored to determine its effectiveness for diverse learners.	<b>Classroom instruction routinely accommodates various learning styles, multiple intelligences and brain research.</b>	Classroom instruction sometimes accommodates various learning styles, multiple intelligences and brain research.	Classroom instruction does not accommodate various learning styles, multiple intelligences and brain research.

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<b>3.1a INSTRUCTION (continued)</b>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	Classroom activities require all students to use inquiry learning as well as higher-order thinking and problem solving skills and at the same time guiding the students in learning skills (e.g., emphasize how to learn). Learning is contextualized and made meaningful and connected to student’s lives.	<b>Classroom activities require all students to use higher-order thinking and problem-solving skills and at the same time guiding the students in learning skills (e.g., emphasize how to learn). Learning is contextualized and made meaningful and connected to student’s lives.</b>	Classroom activities sometimes require students to use higher-order thinking or problem-solving skills.	Classroom activities require students to memorize facts and details, but use little or no higher-order thinking or problem solving skills.
	As a result of content area and interdisciplinary connections that are implemented in classrooms, students are able to extend and apply knowledge and skills in new learning environments.	<b>Content area and interdisciplinary connections are intentionally planned, implemented and observed in classroom instruction.</b>	Content area and interdisciplinary connections are sometimes implemented, but are not intentionally planned as part of instruction.	Teachers may include connections within their content areas, but they do not make interdisciplinary connections.
	Teachers collaborate to develop standards- based, culturally responsive courses, units of study and lessons across content areas. Curriculum fosters complimentary leadership across knowledge derived from diverse systems.	<b>Courses, units of study and lessons are standards-based and culturally responsive, requiring students to focus on guiding and essential questions. Curriculum fosters complimentary relationship across knowledge derived from diverse systems.</b>	Some courses, units of study and lessons are standards-based and/or culturally responsive.	Courses, units of study and lessons are neither standards-based nor culturally responsive.
	School provides and evaluates the tutoring for students having difficulty meeting the standards.	<b>School provides tutoring for students having difficulty meeting the standards.</b>	School provides tutoring, but it is not aligned to the standards.	School provides no tutoring.

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<b>3.1b</b> <b>Instructional strategies and learning activities are aligned with the district and school learning goals, and assessment expectations for student learning and specific cultural needs.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Lesson plans/units of study</li> <li>• Course syllabi</li> <li>• Staff member and student interviews</li> <li>• Walk-through observations</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	District leadership provides multiple forms of support that assists teachers in the design and/or selection of instructional strategies that are aligned to the school curriculum, make connections across content areas and/or grade levels and seamlessly integrate pertinent assessment expectations for student learning.	<b>Selection of instructional strategies is informed by analysis of the results of continuous assessment, standards-based units of study and current research. The instructional strategies are aligned to the school curriculum, which is based on the learning goals of the school, district and state.</b>	Instructional strategies are sometimes aligned to the school curriculum.	Instructional strategies are aligned to the textbook and are not linked to the school curriculum.
	In addition to requiring assessment tasks that mirror those found on MontCAS, learning activities further require students to complete assessment tasks similar to those on national assessments (e.g., SAT, ACT, PSAT).	<b>Learning activities routinely require students to complete assessment tasks similar to those on the state assessment (e.g., open-response questions, experiences with various types of reading, converting data to graphs).</b>	Some learning activities require students to complete assessment tasks similar to those on the state assessment.	Learning activities do not require students to complete assessment tasks similar to those on the state assessment.

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<b>3.1c</b> <b>Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Lesson plans/units of study</li> <li>• Classroom observations</li> <li>• Student work</li> <li>• Staff member and student interviews</li> <li>• Perception surveys</li> <li>• Student journals/learning logs</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	School leadership and students collaborate to design a systematic process for ongoing monitoring of the effectiveness of instructional strategies and activities. Students provide feedback to teachers who use that feedback to modify instruction as necessary to meet the needs of the school’s diverse student population.	<b>School leadership monitors classroom instruction on an ongoing basis to ensure that teachers plan and modify instruction to meet the needs of a diverse student population.</b>	School leadership monitors classroom instruction, but does not always provide feedback to teachers that would assist them in their efforts to modify instruction to meet the needs of a diverse student population.	School leadership does not monitor classroom instruction.
	Instructional strategies, activities and content intentionally elicit student products that demonstrate various learning styles, multiple intelligences and brain research.	<b>Instructional strategies, activities and content are intentionally responsive to various learning needs, learning styles and cultures of students - intentionally addressing multiple intelligences and brain research.</b>	Instructional strategies and activities may be responsive to the learning needs and learning styles of some students, but they are not intentionally planned to do so.	Instructional strategies and activities are not responsive to the learning needs or learning styles of students.

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<b>DA</b>  <b>3.1d</b> <b>Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Walk-through observations</li> <li>• Master schedule</li> <li>• List of teacher certifications</li> <li>• Individual growth plans</li> <li>• Units of study/lesson plans with examples of classroom assessments</li> <li>• Student and staff member interviews</li> <li>• Student work</li> </ul>	Meets criteria for a rating of “3” on this indicator plus:			
	School leadership recruits and provides financial incentives to retain teachers who are either already National Board certified or who agree to immediately seek such certification. The local Board of Education and district leadership assists school leadership in this effort.	<b>School leadership intentionally recruits and retains a diverse staff of highly qualified personnel certified to teach in their assigned areas and/or grade levels.</b>	School leadership recruits personnel certified to teach in their assigned areas and/or grade levels, but recruitment is not intentionally focused on hiring and retaining a diverse and highly qualified professional staff.	School leadership does not recruit personnel who are certified to teach in their assigned areas or grade levels.
	A number of teachers seek National Board Certification or other forms of professional recognition in their designated field.	<b>All teacher leaders are appropriately certified.</b>	Few teachers are not appropriately certified.	Many teachers are not appropriately certified.
	Teachers and administrators collaborate in a school-wide professional development program, including coaching and mentoring, that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.	<b>All teachers participate in sustained, classroom-focused professional development that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.</b>	Teachers participate in the required hours of professional development, but the professional development does not always update their content knowledge and current professional practices.	Teachers do not participate in professional development that updates their content knowledge and professional practices.

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	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<b>3.1e</b> <b>There is evidence that teachers incorporate the use of technology in their classrooms.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Lesson plans/units of study</li> <li>• Perception surveys</li> <li>• Student and staff member interviews</li> <li>• Walk-through observations</li> <li>• District Technology plan</li> <li>• School board policy</li> <li>• Samples of student work and products</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	Teachers, students and other instructional staff members effectively use a variety of technology to extend learning, increase productivity and create products for various purposes, audiences and situations.	<b>Teachers appropriately use technology as an integral part of instruction in all content areas (e.g., research, product development, data organization) and support students in making choices in the use of technology to extend their learning and create products for various purposes, audiences and situations.</b>	Teachers use technology as a part of instruction, but the technology is not seamlessly integrated into instruction across content areas.	Teachers do not use technology for instructional purposes. Teachers are not expected to use technology for instructional purposes.
	Community resources are identified and partnerships formed to expand technology from the classroom into the community.	<b>Technology is regularly used to expand the classroom into the community (e.g., cable television, Web Quest, international electronic pen pals, virtual tools).</b>	Technology sometimes expands the classroom into the community.	Teachers do not use technology to expand the classroom into the community.
	The school makes its technological resources available to administration and to community stakeholders during hours beyond the regular school day.	<b>Technology is readily available and equitably accessible to all students and they are encouraged to use it as a way to demonstrate learning.</b>	Technology is available to students, but the accessibility is either limited or inequitable.	Technology is not readily available or accessible to students.
	The school board of education provides extensive technological resources to the school that allows technology to be effectively used in instruction.	<b>The school board has established policy and school leadership has implemented procedures that define the effective use of technology in instruction.</b>	The school board has a technology policy, but it either does not address the instructional impact of technology or is not implemented.	The school board does not have a technology policy.

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3.1e (continued)	Meets criteria for a rating of “3” on this indicator plus:			
	Principals collaborate with teachers to research the effectiveness of various instructional technology systems and select those with the greatest potential of enhancing student achievement.	<b>Principals evaluate the effective use of technology for instructional purposes during classroom observations and walk-throughs. Feedback and support are provided to teachers to assist them in modifying their instructional technology practices.</b>	Principals expect teachers to use technology for instructional purposes, but the instructional use is neither monitored nor supported.	Teachers are not expected to use technology for instructional purposes.
	New technology resources and instructional materials are selected by a curriculum committee to match content philosophy and philosophy of the school curriculum. Materials are reviewed for cultural bias and historical accuracy.	<b>New technology resources and instructional materials are selected to match content philosophy and philosophy of the school curriculum. Materials are reviewed for cultural bias and historical accuracy.</b>	New technology resources and instructional materials are selected to match content philosophy and philosophy of school curriculum.	New technology resources and instructional materials are selected randomly.

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	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<b>3.1f</b> <b>Instructional resources (textbooks, supplemental reading, and technology) are sufficient to effectively deliver the curriculum.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Textbooks/instructional resources, purchasing plan/curriculum documents</li> <li>• Perception surveys</li> <li>• Student and staff member interviews</li> <li>• Walk-through observations</li> <li>• Media center inventory</li> <li>• School budget/allocations</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	Community stakeholders form ongoing partnerships with the school and district to provide electronic and printed instructional resources (e.g., virtual library, public libraries, educational television, local historic sites) to effectively deliver the curriculum and support learning in the classrooms.	<b>A sufficient variety of current electronic and printed instructional resources (e.g., digitized textbooks, voice to text) supplements instruction and learning in classrooms.</b>	A limited variety of current instructional resources supplements instruction and learning in most classrooms.	The textbook is the primary instructional resource used in most classrooms.
	Extensive resources are available in all content areas to support the school’s implemented curriculum.	<b>Instructional resources are sufficient in all content areas to support the school’s implemented curriculum (e.g., manipulative and necessary equipment).</b>	Instructional resources are sufficient in some content areas to support the school’s implemented curriculum.	Instructional resources are not available to support the school’s implemented curriculum.
	<b>The school’s collection of instructional resources throughout the school and in all classrooms is evaluated in the context of the curriculum, current research and the needs of students and is regularly expanded as necessary in order to be responsive to the diversity of the students and to ensure that resources are current and proven to further student learning.</b>	<b>The school’s collection of instructional resources is routinely reviewed and items are replaced as necessary. Instructional resources are thoroughly evaluated for cultural bias and historical accuracy before purchase.</b>	Some of the instructional resources appropriately reflect diversity.	Instructional resources do not appropriately reflect diversity.



Indicator	Ratings of Performance			
<b>3.1f</b> (continued)	<b>4</b> Exemplary level of development and implementation	<b>3</b> Fully functioning and operational level of development and implementation	<b>2</b> Limited development or partial implementation	<b>1</b> Little or no development and implementation
	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	The selection of instructional resources is research-informed to ensure that the selected resources are age and developmentally appropriate and differentiated to address the individual learning styles of the school’s diverse student population.	<b>Instructional resources are age and developmentally appropriate for all students.</b>	Some of the instructional resources are age and/or developmentally appropriate.	Instructional resources are not age and/or developmentally appropriate.
	The media center provides an extensive variety of current and appropriate instructional resources to enhance the school’s implemented curriculum and support the needs of the entire school community.	<b>The media center provides current and appropriate instructional resources to support the school’s implemented curriculum and the diverse needs of students.</b>	The media center provides current and appropriate instructional resources to support some areas of the school’s implemented curriculum.	The media center does not provide current and appropriate instructional resources to support the school’s implemented curriculum.

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<b>3.1g</b> <b>Teachers examine and discuss student work collaboratively and use this information to inform their practice.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Staff member interviews</li> <li>• Perception surveys</li> <li>• Lesson plans/units of study with feedback</li> <li>• Summaries of analysis of student work</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	All teachers are proficient in and consistently implement the use of protocols for analyzing student work across all content areas and grade levels. Teachers facilitate the learning process in joint productivity.	Teachers have received training in and regularly implement protocols for analyzing student work across all content areas and grade levels; teachers facilitate the learning process.	Some teachers have received training in protocols for analyzing student work in some content areas and grade levels, but the protocols are not always implemented.	Teachers have not received training in protocols for analyzing student work.
	Teachers and administrators meet regularly to collaboratively analyze student work, identifying individual student strengths and weaknesses and the next steps for instruction.	Teachers meet regularly and collaboratively analyze student work (including writing samples) in all content areas, identifying individual student strengths and needs to make instructional decisions.	Teachers meet occasionally to analyze student work, but results of the analysis do not always inform instructional practices.	Teachers do not meet to analyze student work.
	Teachers collaboratively develop interdisciplinary open-response items similar to those found on MontCAS. The student responses to these items are analyzed to determine the quality of the prompts, degree of student engagement and proficiency of student performance.	Teachers collaboratively analyze student responses from released items to inform instructional practice and to improve student performance.	Teachers collaboratively analyze student responses from released items. Results of the analysis are not always used to inform instructional practices.	Teachers do not analyze student responses from released items.
	Students collaborate with teachers and peers to analyze their own work and provide feedback to the teachers based on the results of such analysis. Teachers use this feedback to inform their decision-making to improve their instructional practice.	Individual teachers regularly analyze the work of their own students, using the analysis results to inform their instructional practice. The school leadership provides assistance to teachers through mentoring, coaching and conferencing opportunities.	Individual teachers analyze the work of their students. Results of the analysis are not always used to inform instructional practice, and/or school leadership does not provide assistance to teachers in the process.	Individual teachers do not analyze the work of their students.

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	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<b>3.1h</b> <b>There is evidence that homework is frequent and monitored and tied to instructional practice.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>School board policies and meeting minutes</li> <li>Lesson plans/units of study</li> <li>Perception surveys</li> <li>Staff member, student and parent/ family member interviews</li> <li>Walk-through observations</li> <li>Student homework with teacher feedback</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	Students and teachers conference on the purpose of homework and the relationship between homework and class work. Students view homework as an extension of their learning and offer suggestions to teachers on different types of homework that would extend and deepen their knowledge and skills.	<b>Students can articulate the purpose of homework and the relationship between class work and homework and view homework as essential to their learning.</b>	Students can sometimes articulate the purpose of homework (e.g., practice on previously introduced content and skills, preparation for new learning, elaboration) and the relationship between homework and class work, but the purpose and relationship are not always clear.	Few students can articulate the relationship between class work and homework.
	Teachers collaborate to design homework within and across content areas and grade levels that is part of their curriculum mapping process and unit design and that are linked to the content and skills of the school’s curriculum and clearly defined performance standards.	<b>Homework in all classrooms is monitored and frequently and intentionally extends student learning and provides opportunities for authentic application.</b>	Homework in some classrooms is monitored and frequent, extends student learning and connects to real world experiences.	Homework does not extend student learning.
	Instructional follow-up, teacher feedback and opportunities for student self- and peer-evaluations, focusing on content and performance standards are provided for all homework assignments. Teachers use feedback from homework assignments to inform their decision-making to improve their instructional practice.	<b>Instructional follow-up and specific, timely teacher feedback, focusing on content and performance standards are provided to individual students for all homework assignments.</b>	Instructional follow-up or specific teacher feedback is sometimes provided for homework assignments for individual students.	Instructional follow-up for homework is not provided.

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3.1h (continued)	Meets criteria for a rating of “3” on this indicator plus:			
	Students and teachers provide formal feedback to the school board and to school leadership on the efficacy of the homework policy and procedures as a systematic process to enhance student learning. The school board considers the feedback when reviewing policy.	The school board has adopted a homework policy and school leadership has fully implemented procedures regarding homework, including the promotion of parental involvement.	The school board has adopted a homework policy and school leadership has established procedures regarding homework, but the procedures are not fully implemented.	The school board does not have a homework policy.

